

BASIC ACADEMIC TRAINING PROGRAM

Effective July 1, 2015

MINIMUM REQUIRED HOURS

Academic	378
Arrest Control	62
Driving	44
Firearms	64
TOTAL	548

I. INTRODUCTION TO CRIMINAL JUSTICE

REQUIRED HOURS 22

A. Criminal Process

Required Minimum Hours: 8

General Learning Goal: The student must be aware of the constitutional rights of all individuals within the United States, regardless of citizenship, and the role of the criminal justice system protecting those rights.

Specific Performance Outcomes:

1. The student will recognize the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later Amendments.
2. The student will recognize how the following amendments to the U.S. Constitution apply to the actions and conduct of peace officers:
 - a. First Amendment
 - b. Fourth Amendment
 - c. Fifth Amendment
 - d. Sixth Amendment
 - e. Eighth Amendment
 - f. Fourteenth Amendment
3. The student will identify and compare and contrast the three components of the criminal justice system.
 - a. Law Enforcement
 - b. Courts (prosecution)
 - c. Corrections

4. The student will identify the major goals of the criminal justice system:
 - a. Guarantee due process and equal justice
 - b. Reduce crime, fear of crime, and public disorder
 - c. Protection of life and property
 - d. Enforcement of laws
 - e. Improve the quality of life
5. The student will explain the interrelationships of the components of the criminal justice system with the legislative, judicial, and executive processes.
6. The student will explain the impact of changing needs within the community in relationship to the criminal justice system.

Required Source Material:

United States Constitution - Bill of Rights

Recommended Source Material:

Criminal Justice, Fagin (Prentice Hall)

Criminal Justice: Introductory Cases & Materials, Skolnick, Feeley, McCoy (Foundation Publishing)

Introduction to Criminal Justice, Siegel and Worrall (Cengage Learning)

B. Judicial Process

Required Minimum Hours: 4

General Learning Goal: The student will describe and explain the organization and operation of the judicial process and the role of law enforcement in this process.

Specific Performance Outcomes:

1. The student will explain the primary responsibilities of the following:
 - a. Federal supreme, appellate, and district courts
 - b. State supreme, appeals, and district courts
 - c. County and municipal courts
 - d. Attorneys-prosecuting and defense, public defenders
2. The student will explain and define the following terms as they relate to the judicial process in criminal cases:
 - a. Arrest

- b. Bail
 - c. Arraignment
 - d. Preliminary hearing
 - e. Indictment
 - f. Plea bargaining
 - g. Trial
 - h. Disposition
3. The student will explain the role of discretion at the law enforcement officer's level and the impact discretion has on the individual person as well as on the caseload for the overall criminal justice system.

Required Source Material:

Colorado Peace Officer's Legal Source Book, Section 12 (Colorado District Attorney's Council/Colorado Attorney General)

Colorado Revised Statutes Title 16 Articles 2,3,4,5,

Recommended Source Material:

Colorado Courts at a Glance, www.cobar.org

Criminal Justice, Fagin (Prentice Hall)

Criminal Justice: Introductory Cases & Materials, Skolnick, Feeley, McCoy (Foundation Publishing)

Introduction to Criminal Justice, Siegel and Worrall (Cengage Learning)

C. Law Enforcement Organizations

Required Minimum Hours: 2

General Learning Goal: The student will understand that law enforcement is not the function of police and sheriff agencies alone. There are many other federal, state, and local agencies that make up the law enforcement component of the criminal justice system.

Specific Performance Outcomes:

1. The student will identify and explain the primary purpose and function of federal, state, and local agencies within the law enforcement component of the criminal justice system including:
- a. Federal. Federal Bureau of Investigation; Drug Enforcement Administration; Bureau of Alcohol, Tobacco, Firearms and Explosives; Bureau of Citizenship and Immigration Services; U.S. Marshal's Office; U.S. Postal

- Inspector; Secret Service; Department of Homeland Security and Internal Revenue Service.
 - b. State. Department of Public Safety; Colorado Attorney General's Office; Department of Revenue; Department of Motor Vehicles; Department of Natural Resources; Campus Police Departments; and Department of Corrections.
 - c. Local. Municipal Police Agencies; Sheriff's departments; Department of Social Services; and local probation offices.
2. The student will identify the objectives of the law enforcement component of the criminal justice system.
 3. The student will recognize examples of positions held by individuals who work within the law enforcement component of the criminal justice system.

Recommended Source Material Only:

Department of Homeland Security Website www.dhs.gov

Department of Justice Website www.justice.gov

Partnering for America: the FBI with State, Local, Campus and Tribal Law Enforcement Video (FBI and IADLEST)

D. Law Enforcement Ethics and Anti-Bias Policing

Required Minimum Hours: 8

General Learning Goal: The student will be able to identify the traits that officers should exemplify and explain the benefits of professional and ethical behavior to the officer, department and community

Specific Performance Outcomes:

1. The student will be able to identify the expectations of a peace officer as it relates to the following groups:
 - a. Community
 - b. Victim, witnesses, suspect
 - c. Department
 - d. Governmental agencies
 - e. Fellow officers
2. The student will be able to describe the importance of ethical conduct as it relates to the restrictions on accessibility and release

of criminal justice information and associated penalties concerning the NCIC/CCIC system.

3. The student will be able to paraphrase the Law Enforcement Code of Ethics and describe how it pertains to their profession and their personal life.
4. The student will be able to identify the traits that officers should exemplify and explain the benefits of professional and ethical behavior to the officer, department and community.
5. The student will be able to describe the consequences of unethical/unprofessional conduct to the peace officer, department and community, and explain why an officer should respond to a co-worker's unprofessional conduct.
6. The student will be able to define culture and cultural diversity.
7. The student will be able to identify personal, professional and organizational benefits of valuing diversity within the community and law enforcement.
8. The student will be able to define:
 - a. Stereotype
 - b. Prejudice
 - c. Discrimination

Recommended Source Material Only:

Arresting Police Video, Included in the “POST Anti-Bias Train the Trainer” materials

Case Studies – Facilitation Format

- a. *Being in the Wrong Neighborhood*
- b. *Driving the Wrong Car*
- c. *Suspicious Car*

Character and Cops: Ethics in Policing, Delattre (American Enterprise Inc. Press)

CBI-Misuse of CCIC Data Handout, FACs and Powerpoint
(Colorado Bureau of Investigation)

CCIC Training Manual (Colorado Bureau of Investigation)

Diversity Iceberg, Included in the “POST Anti-Bias Train the Trainer” materials

Police Ethics: The Corruption of Noble Cause, Crank and Caldero (Lexis Publishing)

State of Colorado Demographics – U.S. Census

II. BASIC LAW

REQUIRED HOURS 68

A. Arrest, Search & Seizure

Required Minimum Hours: 12

General Learning Goal: The student will have a basic understanding of current rules for peace officer conduct as it pertains to arrest, search and seizure.

Specific Performance Outcomes:

1. The student will describe and explain rules, elements and provisions of Colorado Revised Statutes, Title 16, and Articles 1, 2, and 3.
2. The student will explain the laws and court decisions as they pertain to the basic principles of search and seizure law:
 - a. Fourth Amendment protections
 - b. Reasonable expectation of privacy
 - c. Reasonable suspicion vs. Probable cause
3. The student will be able to explain the laws and court decisions for warrant searches and seizures:
 - a. Fourth Amendment requirements
 - b. Probable cause
 - c. Affidavits in support of warrant searches
 - d. Execution of a search warrant
4. The student will be able to explain the laws and court decisions for warrantless searches and seizures:
 - a. Plain view searches
 - b. Warrantless searches in general
 - c. Pat-Down frisk searches
 - d. Consent searches
 - e. Exigent circumstance searches
 - f. Searches incident to arrest
 - g. Probation/parole searches
5. The student will be able to explain the laws and court decisions for searches and seizures involving motor vehicles:
 - a. Probable cause searches of vehicles
 - b. Plain view searches of vehicles
 - c. Consent searches of vehicles

- d. Searches of vehicles incident to custodial arrests
 - e. Searches of vehicles as instrumentalities
 - f. Vehicle inventory searches
- 6. The student will be able to explain the laws and court decisions for searches and seizures involving bodily intrusions:
 - a. Warrant requirement for bodily intrusion searches and seizures
 - b. Warrantless bodily intrusion searches and seizures
 - c. Use of force during bodily intrusion searches and seizures
- 7. The student will be able to explain the laws and court decisions regarding identification procedures:
 - a. Field show-ups
 - b. Photographic arrays
 - c. Custodial lineups

Required Source Material:

Colorado Peace Officer's Legal Source Book, Section 2-9 & 11 (Colorado District Attorney's Council/Colorado Attorney General)

Recommended Source Material:

Colorado Peace Officers Handbook (Lexis Nexis Publishing)

Officer's Arrest Handbook, Stephen (Lexis Nexis Publishing)

Officer's Search and Seizure Handbook (Lexis Nexis Publishing)

B. Interrogations, Confessions, and Techniques

Required Minimum Hours: 2

General Learning Goal: The student will have a basic understanding of current rules for peace officer conduct as it pertains to interrogations and confessions of criminal defendants. The student will be familiar with legally acceptable interview and interrogation techniques.

Specific Performance Outcomes:

- 1. The student will explain the laws and court decisions as they pertain to statements in an interview/interrogation:
 - a. Voluntariness
 - b. Knowingly
 - c. Duress, Coercion, and Trickery
 - d. Witnesses
 - e. Miranda Considerations (5th Amendment)

- f. Escobedo Considerations (6th Amendment)
2. The student will define the differences between an interview and an interrogation.
3. The student will know the importance of statements from both hostile and friendly witnesses.
4. The student will understand the practical problems encountered during interview/interrogation situations.

Required Source Material:

Colorado Peace Officers Legal Source Book, Section 9 (Colorado District Attorney's Council/Colorado Attorney General)

Recommended Source Material:

Criminal Investigations, Bennett and Hess (West Publishing)

Criminal Justice, Fagin (Prentice Hall)

Criminal Justice: Introductory Cases & Materials, Skolnick, Feeley, McCoy (Foundation Publishing)

Introduction to Criminal Justice, Siegel and Worrall (Cengage Learning)

C. Rules of Evidence

Required Minimum Hours: 4

General Learning Goal: The student will have a basic understanding of current rules for peace officer conduct as it pertains to the rules of evidence.

Specific Performance Outcomes:

1. The student will describe and explain Rules 4 and 41 of the Colorado Rules of Criminal procedure.
2. The student will explain the purpose of offering evidence.
3. The student will be able to distinguish between evidence and proof.
4. The student will be able to identify four major types of physical evidence.

5. The student will be able to categorize evidence as direct or circumstantial.
6. The student will be able to explain the purpose of the rules of evidence.
7. The student will be able to describe the criteria for admitting evidence.
8. The student will be able to identify circumstances, which may cause evidence to be excluded.
9. The student will be able to define the hearsay rule.
10. The student will be able to explain the requirements and expectations for admitting evidence for:
 - a. spontaneous statements
 - b. admissions and confessions
 - c. dying declarations
 - d. records and officer testimony

Required Source Material:

Colorado Peace Officers Legal Source Book, Chapters 11 and 14
(Colorado District Attorney's Council/Colorado Attorney General)

Recommended Source Material:

Colorado Revised Statutes, Rules of Evidence

D. Colorado Criminal Code and Related Federal Statutes

Required Minimum Hours: 32

General Learning Goal: The student will have basic understanding and knowledge of the Colorado Criminal Code and applicable violations of the United States Code.

Specific Performance Outcomes:

1. The student will be able to identify elements of Colorado Criminal violations.
2. The student will be able to distinguish between criminal and purely civil violations.

3. The student will be able to identify the principles of Criminal Culpability. (Title 18, Article 1, Part 5)
4. The student will be able to understand, as applicable to statutes:
 - a. Rights of defendants (Title 18, Article 1, Part 4)
 - b. Definitions (18-1-901)
 - c. Legal Accountability and Complicity (Title 18, Article 1, Part 6)
 - d. Justification and Exemptions from Criminal Responsibility (Title 18, Article 1, Part 7) to include Use of Force by peace officers (18-1-707)
 - e. Responsibility (Title 18, Article 1, part 8)
 - f. Inchoate offenses (Title 18, Article 2, Part 1)
5. The student will be able to identify the elements of crimes, and to distinguish between felony and misdemeanor/petty offenses, of the following offenses:
 - a. Crimes Against Persons
 - (1) Homicide and Related Offenses (Title 18, Article 3, Part 1)
 - (2) Assaults (Title 18, Article 3, Part 2)
 - (3) Kidnapping (Title 18, Article 3, Part 3)
 - (4) Unlawful Sexual Behavior (18-3-401 through 18-3-405.5)
 - b. Crimes against Property
 - (1) Arson (Title 18, Article 4, Part 1)
 - (2) Burglary (Title 18, Article 4, Part 2)
 - (3) Robbery (18-4-301 through 18-4-303)
 - (4) Theft (Title 18, Article 4, Part 4)
 - (5) Trespass, Tampering, Criminal Mischief (18-4-501 through 18-4-515)
 - c. Fraud
 - (1) Forgery and related offenses (18-5-101 through 18-5-110, 18-5-113)
 - (2) Fraud by check, Secured Creditor or Debtor (18-5-205, 18-5-206)
 - (3) Financial Transaction Device Crime (Title 18, Article 5, Part 7)
 - (4) Issuance of a Bad Check (18-5-512)
 - d. Offenses Involving Family Relationships
 - (1) Incest (18-6-301 – 18-6-302)
 - (2) Child Abuse (18-6-401)
 - (3) Sexual Exploitation of Children (18-6-403)
 - (4) Harboring a minor (18-6-601)

- (5) Contributing to the Delinquency of a minor (18-6-701)
 - (6) Domestic Violence (Title 18, Article 6, Part 8)
 - e. Wrongs to At-Risk Adults (18-6.5-102 through 18-6.5-103)
 - f. Prostitution
 - (1) Adult (18-7-201 through 18-7-205)
 - (2) Child (18-7-401 through 18-7-406)
 - g. Public Indecency (18-7-301 through 18-7-302)
 - h. Sexual Conduct in Penal Institutions (18-7-701)
 - i. Governmental Operations
 - (1) Obstruction of Public Justice (Title 18, Article 8, Part 1)
 - (2) Escapes (18-8-208)
 - (3) Bribery (18-8-302)
 - (4) Abuse of Public Office (18-8-404, 18-8-405)
 - (5) Tampering with Evidence (18-8-610)
 - (6) Victim and Witness Protection (18-8-704 through 18-8-707)
 - j. Offenses against Public Peace, Order and Decency (Title 18, Article 9, Part 1)
 - k. Cruelty to Animals (Title 18, Article 9, Part 2)
 - l. Communications (18-9-306.5)
 - m. Offenses Related to Firearms (Title 18, Article 12, Part 1)
 - n. Permits to Carry Handguns (Title 18, Article 12, Part 2)
 - o. Miscellaneous Offenses (18-13-101, 18-13-104, 18-13-107, 18-13-121, 18-13-122)
- 6. The student will have a knowledge and understanding of applicable Federal Statutes.
 - a. Limitation of enforcement authority
 - b. Federal Firearms Statutes:
 - (1) Possession by a Prohibited Person: 18 U.S.C., Section 922(g) and (n)
 - (2) Sell, give or dispose to a Prohibited Person: 18 U.S.C., Section 922(d)
 - (3) Use, or carry or possess during a Crime of Violence in Drug Trafficking: 18 U.S.C. Section 924 (c)
 - (4) Stolen Firearms and Ammunition: 18 U.S.C., Section 922 (j) and (u)
 - (5) Transfer to those under 21: 18 U.S.C., Section 922(b)(1)
 - (6) Transfer to Juveniles: 18 U.S.C., Section 922(b)(1) through (x)

Required Source Material Only:

Colorado Revised Statutes

United States Code, Title 18

E. Colorado Children's Code

Required Minimum Hours: 4

General Learning Goal: The student will analyze the Children's Code, cite and explain the major provisions relative to the tasks of peace officers and learn procedures from arrest through investigations, charging, conviction, and sentencing.

Specific Performance Outcomes:

1. The student will identify how a juvenile is taken into custody and what steps are taken after he/she is taken into custody.
2. The student will explain the obligations of peace officers and the rights of juveniles during the investigation phase and the criminal proceedings.
3. The student will list the various charging options available with the juvenile system, including how and when juvenile offenders can be prosecuted as adults.
4. The student will learn the procedures, which are followed after the case has been filed, and what sentencing options are available.
5. The student will learn what juvenile offender information and records may be released.
6. The student will explain the neglect and dependence section of the code relating to:
 - a. Abuse and neglect definitions
 - b. Mandatory reporting requirements
 - c. Evidence of abuse - color photographs and X-rays
 - d. Protective custody

Required Source Material Only:

Colorado Revised Statutes, Title 19

Recommended Source Material:

Colorado's Guide for Implementing the Core Protections of the Juvenile Justice and Delinquency Prevention Act of 2002: Safe and Appropriate Holding of Juveniles in Secure Settings and Facilities
www.cospl.coalliance.org

F. Legal Liability

Required Minimum Hours: 4

General Learning Goal: The student will identify criminal charges and civil causes of action that may result from the improper performance of police duties.

Specific Performance Outcomes:

1. The student will describe the provisions of law as they pertain to peace officers as delineated in C.R.S. Title 18, Article 8, Part 8.
2. The student will explain the difference between civil and criminal liability.
3. The student will identify, describe, and provide examples of the following types of civil actions:
 - a. Negligent torts
 - b. Intentional torts
 - c. Constitutional torts
4. The student will identify and provide examples of state and Federal charges that may result from improper police actions.
5. The student will examine the provisions of § 18-8-801 to 18-8-804, C.R.S., and explain the reporting requirements contained therein.
6. The student will distinguish between “quid pro quo” and “hostile work environment” sexual harassment.
7. The student will define terms involved in civil lawsuits, specifically:
 - a. Discovery
 - b. Deposition
 - c. Vicarious liability
 - d. Governmental immunity

Required Source Material Only:

Colorado Peace Officer's Legal Source Book, Section 16 (Colorado

District Attorney's Council/Colorado Attorney General)

Colorado Revised Statutes 18-8-801 through 18-8-804

Colorado Revised Statutes 24-10-101 through 24-10-114.5

FBI/Department of Justice Civil Rights Program

"Civil Rights and Criminal Justice: Primer on Sexual Harassment"

Sexual Harassment, Federal Code of Regulations, 29 C.F.R. Section 1604.11

Title VII of the Civil Rights Act of 1964

Title 42 USC section 1983

Title 18 USC Section 241

Title 18 USC Section 242

G. Liquor Code

Required Minimum Hours: 2

General Learning Goal: The student will identify and explain violations of the Liquor and Beer Code.

Specific Performance Outcomes:

1. The student will identify and explain the elements of and restrictions imposed in Colorado Revised Statutes, Title 12, Article 46 and Article 47, and the Colorado Code of Regulations specifically:

(Colorado Beer Code)

- a. 12-46-103, Definitions
- b. 12-46-106, Lawful Acts

(Colorado Liquor Code)

- c. 12-47-103, Definitions
- d. 12-47-901, Unlawful Acts
- e. 12-47-902, Testing for intoxication by law enforcement officers
- f. 12-47-903, Violations-Penalties
- g. 12-47-904, Duties of inspectors and Police Officers

(Classes of Licenses and Permits)

- h. Title 12, Article 47, Part 4

Colorado Code of Regulations

2. The student will explain and discuss peace officer enforcement procedures for Code (Colorado Code of Regulations [CCR]) Violations.
3. The student will recognize the types of personal identification, which constitute an acceptable verification of age. [CCR 47-912]
4. The student will identify and explain the different types of Colorado Retail Liquor/Beer Licenses and Permits as described in Colorado Revised Statutes, 12-47-401.

Required Source Material:

Colorado Revised Statutes 12-46-101 through 107 and 12-47-101 through 907

Recommended Source Material:

Colorado Peace Officer's Handbook (Lexis Nexis Publishing)

H. Controlled Substances

Required Minimum Hours: 2

General Learning Goal: The student will identify and explain violations of the Uniform Controlled Substance Act of 1992.

Specific Performance Outcomes:

1. The student will explain the definitions of controlled substances as described in C.R.S. 18-18-102.
2. The student will understand and explain the schedules of controlled substances as defined in Colorado Revised Statutes, Title 18, Article 18, Part 2, specifically:
 - a. 18-18-203, Schedule I
 - b. 18-18-204, Schedule II
 - c. 18-18-205, Schedule III
 - d. 18-18-206, Schedule IV – Repeal
 - e. 18-18-207, Schedule V
3. The student will be familiar with the specific controlled substance offenses as defined in Colorado Revised Statutes, Title 18, Article 18, Part 4, specifically:
 - a. 18-18-404 through 18-18-430

Required Source Material:

Colorado Revised Statutes 18-18-101 through 18-18-432

Recommended Source Material:

Colorado Peace Officer's Handbook (Lexis Nexis Publishing)

I. Court Testimony

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate an ability to communicate facts to a judge or jury through court testimony.

Specific Performance Outcome:

1. The student will demonstrate an officer's responsibilities in preparation for testimony at trial to include handling of evidence and review of all written reports and personal notes.
2. The student will demonstrate the proper courtroom demeanor while testifying in court, to include attire, attitude, posture, answering questions, courtroom procedures, and conclusion of testimony

Required Source Material Only:

Colorado Peace Officer's Legal Source Book, Chapter 14 (Colorado District Attorney's Council/Colorado Attorney General)

J. Identity Theft

Required Minimum Hours: 2

General Learning Goal: The student will have a basic understanding and knowledge of the problem of identity theft and be able to share this knowledge with citizens.

Specific Performance Outcomes:

1. The student will be able to define Identity Theft.
2. The student will be able to identify the means by which identities are stolen.
3. The student will be able to explain ways to prevent identity theft to include Social Security Number issues.
4. The student will be able to explain steps in the reporting of identity theft and how victims can minimize losses.

5. The student will be able to explain steps businesses can take to protect their customers from identity theft.
6. The student will have a general knowledge of State and Federal Criminal and Civil violations that are applicable to identity theft.

Recommended Source Material Only:

Identity Theft; Federal Trade Commission

www.consumer.gov/idtheft

Identity Theft; Colorado Attorney General's Office

www.coloradoattorneygeneral.gov/initiatives/identity_thft

III. HUMAN RIGHTS AND VICTIM'S RIGHTS

REQUIRED HOURS 22

A. Victim's Rights

Required Minimum Hours: 4

General Learning Goal: The student will explain the laws relating to victim rights and community resources available for crime victim's services.

Specific Performance Outcomes:

1. The student will be able to identify the legal basis of law enforcement's responsibilities to victim's rights.
2. The student will be able to summarize legal requirements for providing victim's written notice.
3. The student will be able to explain rights granted to victims of crime.
4. The student will be able to define law enforcement responsibilities to victims of crime.
5. The student will be able to define the district attorney's responsibilities to victims of crime.

Required Source Material Only:

Colorado Revised Statutes 24-4.1-301 through 24.4.1-304

Colorado Constitutional Amendment Rights of Victims (Amendment 16a)

B. Domestic Violence

Required Minimum Hours: 8

General Learning Goal: The student will demonstrate the ability to effectively assess and intervene in domestic violence incidents.

Specific Performance Outcomes:

1. The student will demonstrate an understanding of:
 - a. Duty to report
 - b. Mandatory arrest
 - c. Victim's rights
 - d. Injury identification and documentation
 - e. Victim/witness interviews
 - f. Fast Track system
 - g. Safe houses
 - h. Restraining orders, including out-of-state orders
 - i. Stalking and harassment
 - j. Predominant aggressor
 - k. Domestic violence dynamics
 - l. Witness intimidation
 - m. Children's issues
2. Through the use of field exercises, demonstrate proper and effective response to domestic violence incidents.
3. The student will demonstrate the ability to document the event in a written report.

Required Source Material:

Colorado Revised Statutes 18-6-800.3 through CRS 18-6-803.7

Recommended Source Material:

Colorado Coalition Against Domestic Violence publication

"Domestic Violence – A coordinated Response Through Community Policing" (CRCPI)

Colorado Peace Officers Handbook (Lexis Nexis Publishing)

C. Bias Motivated Hate Crimes

Required Minimum Hours: 4

General Learning Goal: The student will identify and discuss incidents of ethnic intimidation, hate crimes and responsibilities of peace officers relative to these crimes.

Specific Performance Outcomes:

1. The student will identify and explain the elements of the crime and classifications of Bias Motivated, C.R.S. 18-9-121.
2. The student will explain the importance of prompt and broad police response to “hate crimes”, to include but not limited to accurate and thorough evidence gathering, report writing, intervention and follow up.
3. The student will explain the dynamics of prejudice which should include the:
 - a. Impact of hate crimes upon their victims
 - b. Meaning and causes of prejudice
 - c. Relationship between stereotyping and prejudice
4. The student will discuss the legal provisions and terms pertaining to bias crimes, ethnic intimidation, and civil damages.
5. The student will learn the roles of the officer responding to a hate crime incident.
6. The student will determine whether there is sufficient cause to believe that a hate/bias crime has been committed.
7. The student will describe the impact of hate crimes on victims, the victim’s families, and the community.

Required Source Material Only:

Colorado Revised Statute, § 18-9-121

FBI/U.S. Department of Justice Civil Rights Program, www.justice.gov

Title 42, USC, Sections 1981, 1982, The Public Health and Welfare,

Chapter 21 – Civil Rights, Section 1983

<http://uscode.house.gov/search/criteria.shtml>

D. Interaction with Special Populations

Required Minimum Hours: 2

General Learning Goal: The student will understand the laws protecting the rights of persons with disabilities in order to serve all individuals to whom the law applies.

Specific Performance Outcomes:

1. The student will describe and explain behavior that may be indicative of persons with special needs requiring peace officer intervention. These persons include but are not limited to the mentally ill, the elderly and the physically impaired.
2. The student will identify the key provisions that impact on law enforcement of the following federal and state laws enacted to protect the rights of persons with disabilities including:
 - a. Americans with Disabilities Act
3. The student will recognize indicators that could lead an officer to believe an individual is:
 - a. a danger to self
 - b. dangerous to others
 - c. gravely disabled
4. The student will identify specific provisions of the law which apply to persons with disabilities concerning public access and the use of service animals.
5. The student will define the role of a peace officer when interacting with a person with a disability.

Required Source Material Only:

Americans with Disabilities Act, www.ada.gov

E. Risk Assessment Response

Required Minimum Hours: 4

General Learning Goal: To train knowledgeable peace officers who can identify persons with mental illness and to handle situations involving persons with mental illness properly.

Specific Performance Outcomes:

1. The student will learn how de-escalation of emotion reduces the likelihood of further violence through the use of “verbal

containment” which may allow safe, successful resolution of potentially violent incidents.

2. The student will be able to identify behaviors of psychological disorders and the relationship between disorders and non-responsive contacts.
3. The student will be able to demonstrate and employ the Threshold Assessment and Response Procedure (isolate, contain, assess, respond) when responding to persons in crisis.
4. The student will be able to identify appropriate communication skills for dealing with people in crisis.
5. The student will be able to classify risk factors for suicide and homicide in crisis situations.

Recommended Source Material Only:

Crisis Intervention Training (Colorado Regional Community Policing Institute)

IV. COMMUNITY INTERACTION

REQUIRED HOURS 4

A. Community Policing/Community Partnerships

Required Minimum Hours: 2

General Learning Goal: The student will develop a working definition of community policing and the necessary elements for implementation of community policing practice and philosophy. The student will recognize community partnerships as an integral component in community policing and problem solving.

Specific Performance Outcomes:

1. The student will compare and contrast community policing with historical policing models and identify the merits of each.
2. The student will define community policing, identifying core components, and evaluate the effectiveness of community policing philosophies and strategies on crime and disorder.
3. The student will analyze roles of the organization and the line officer in community policing.

4. The student will identify the benefits and collaboration fundamentals for community government, and police reducing crime and disorder.
5. The student will identify how to build and sustain productive partnerships for problem solving.

Recommended Source Material Only:

Collaboration Toolkit: How to Build, Fix and Sustain Productive Partnerships, Rinehart, Laszlo and Briscoe (U.S. Department of Justice)

Community Policing: A Contemporary Perspective, Bucqueroux and Trojanowicz (Anderson Publishing)

Understanding Community Policing: A Framework for Action (Bureau of Justice Assistance)

B. Problem Solving/Crime Prevention

Required Minimum Hours: 2

General Learning Goal: The student will become familiar with problem solving policing and demonstrate an application of the SARA problem-solving model. The student will recognize the components of crime prevention and explore established methods of crime prevention.

Specific Performance Outcomes:

1. The student will demonstrate skill in identifying problem solving opportunities for the line officers.
2. The student will define the SARA problem model components, Scanning, Analysis, Response and Assessment, and the elements necessary for each step.
3. The student will apply the crime triangle as a means of problem analysis for recurring problems of crime and disorder and recognize that crime or disorder results when (1) likely offenders and (2) suitable targets come together in (3) time, space, in the absence of capable guardians for that target.
4. The student will distinguish problem-solving responses that are preventative in nature, not dependent on the use of the criminal justice system, and engage other public agencies, the community and private sector to reduce crime and disorder.

5. The student will recognize the role of community and police in reducing crime, the fear of crime, and social disorder.
6. The student will demonstrate an understanding of CPTED through application of principles of natural access control, natural surveillance, and territorial reinforcement in a residential environment.

Recommended Source Material Only:

Assessing Responses to Problems: An Introductory Guide for Police Problem-Solvers, Eck (U.S. Department of Justice)

Community Policing: A Contemporary Perspective, Bucqueroux and Trojanowicz (Anderson Publishing)

Crime Prevention Through Environmental Design and Community Policing, Travis (NIJ Research in Action)

Problem Solving Tips – A Guide to Reducing Crime and Disorder Through Problem Solving Partnerships, Schmerler, Perkins, Phillips, Rinehart, Townsend (U.S. Dept. of Justice)

<http://www.cops.usdoj.gov/pdf/e05021544.pdf>

Tackling Crime and Other Public Safety Problems: Case Studies in Problem Solving, Sampson, Rana and Scott (U.S. Dept. of Justice)

Using Analysis for Problem Solving – A Guidebook for Law Enforcement (U.S. Department of Justice)

V. PATROL PROCEDURES

REQUIRED HOURS 88

A. Patrol Observation and Perception

Required Minimum Hours: 4

General Learning Goal: The student will analyze and interpret information gathered during patrol operations, differentiate between proactive and reactive patrol and demonstrate different patrol methods.

Performance Outcomes:

1. Differentiate between proactive and reactive patrol.
2. Recognize the factors that can affect patrol officer's perception skills.
3. Identify various information sources and evaluate how to use them effectively.

4. Experiment with the use of information sources in a problem-solving exercise.
5. Differentiate between the strengths and weaknesses of different methods of patrol.
6. Recognize and determine effective course of action or patrol strategy when encountering suspicious or criminal circumstances.
7. Recognize and interpret how the influence of time of day and day of the week impact crime trends and formulate a plan of action for response based on the trends.
8. Document observations in a written report.

Recommended Source Material Only:

Police Operations Theory and Practice, Hess and Wroblewski (Thomson Wadsworth Publishing)

Police Patrol Operations and Management, Hale (Prentice-Hall Publishing)

Street Survival: Tactics for Armed Encounters, Adams, McTernan and Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

B. Officer Survival

Required Minimum Hours: 8

General Learning Goal: The student will understand the mental, physical and tactical preparations required to survive on the job.

Specific Performance Outcomes:

1. Examine the circumstances in which peace officers are killed in order to recognize the elements involved in police combat confrontations.
2. Assess techniques for mental and physical preparation necessary to respond to and recover from a critical incident.
3. Demonstrate knowledge of threat assessment and tactical thinking.

4. Demonstrate an understanding of the importance of tactical readiness through:
 - a. physical conditioning
 - b. emotional/mental health
 - c. equipment readiness/competency
5. Identify the thought process involved in an armed confrontation.
6. Identify, discuss and utilize the “triad of tactical thinking”.
7. Evaluate the “Deadly Errors” and the “Fatal Tendencies” for maintaining officer survival.

Recommended Source Material Only:

“Annual Report of Law Enforcement Officers Killed & Assaulted”, FBI
www.fbi.gov

Street Survival: Tactics for Armed Encounters, Adams, McTernan and
Remsberg (Calibre Press)

Tactics for Criminal Patrol, Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre
Press)

C. Pedestrian Contacts

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate the legal and tactical aspects for safely contacting pedestrians while minimizing officer risk.

Specific Performance Outcomes:

1. Demonstrate the ability to legally and safely approach a pedestrian or suspect while alone or with another officer through the use of field-based scenarios.
2. Evaluate signs of deception when attempting to identify subjects.
3. Recognize emotional and physical behavioral warning signs and how to react to them.
4. Demonstrate knowledge of tactical and legal considerations during pedestrian contact scenarios.

5. Assess the inherent dangers of foot pursuits and explain the tactics that will reduce the risk of assault during a foot pursuit.
6. Demonstrate the proper utilization of an offensive and defensive posture.
7. Document the contact in an accurate written report.

Recommended Source Material Only:

Police Operations: Theory and Practice, Hess and Wroblewski (Thomson Wadsworth Publishing)

Police Patrol Operations and Management, Hale (Prentice-Hall Publishing)

Street Survival: Tactics for Armed Encounters, Adams, McTernan and Remsberg (Calibre Press)

Tactics for Criminal Patrol, Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

D. Gangs

Required Minimum Hours: 2

General Learning Goal: The student will understand the formation of modern street gangs and the means for determining if an individual is a member of a gang.

Specific Performance Outcomes:

1. Understand the reasons for the existence of a street gang.
2. Understand current gang trends.
3. Demonstrate proper officer safety tactics when dealing with gang members.
4. Identify and utilize resources for gathering gang intelligence.
5. Utilize several methods for determining gang involvement.
6. Through the use of field exercises, students will demonstrate proper skills for intervening with street gang members.

Recommended Source Material Only:

Criminal Investigation, Bennett and Hess (West Publishing)

E. Vehicle Contacts

Required Minimum Hours: 16

General Learning Goal: The student will learn how to conduct unknown risk vehicle contacts, high risk vehicle contacts, unknown risk contacts that turn into high risk contacts, and how to determine the appropriate tactics for each type of contact. The student will recognize and demonstrate the elements and tactics necessary to conduct a legal, safe and effective search of a vehicle.

Specific Performance Outcomes:

1. Examine the set-up of unknown risk and high risk traffic contacts using appropriate tactics and officer safety.
2. Demonstrate the ability to change from an unknown risk vehicle contact to a high-risk vehicle contact when circumstances dictate.
3. Through the use of practical exercises, demonstrate the ability to select the appropriate tactics and resources to utilize based upon the environment and circumstances of the contact.
4. The student will explain the requirements and restrictions for a lawful search of a vehicle and seizure of evidence in the following situations.
 - a. with consent
 - b. incident to arrest
 - c. items in plain view
 - d. with a search warrant
 - e. with probable cause
 - f. inventory searches
5. Through field exercises, the student will demonstrate the search of a vehicle using appropriate officer safety considerations to:
 - a. Remove and control occupants
 - b. Systematically examine the vehicle's exterior and interior, identifying common hiding places for contraband
6. The student will demonstrate the ability to document the event in a written report.

Recommended Source Material Only:

Criminal Investigation, Bennett and Hess (West Publishing)

Police Operations Theory and Practice, Hess and Wroblewski (Thomson Wadsworth Publishing)

Street Survival: Tactics for Armed Encounters, Adams, McTernan and Remsburg (Calibre Press)

Tactics for Criminal Patrol, Remsburg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsburg (Calibre Press)

F. Building Searches

Required Minimum Hours: 12

General Learning Goal: The student will understand and demonstrate knowledge of tactics needed to properly, thoroughly and safely search and clear buildings using all available resources.

Specific Performance Outcomes:

1. Demonstrate knowledge of various building search tactics.
2. Through field exercises, demonstrate the ability to adapt searching techniques to various search scenarios.
3. Demonstrate the proper application of various equipment used in building searches.
4. Demonstrate the ability to document the event in a written report.

Recommended Source Material Only:

Criminal Investigation, Bennett and Hess (West Publishing)

Police Operations Theory and Practice, Hess and Wroblewski (Thomson Wadsworth Publishing)

Street Survival: Tactics for Armed Encounters, Adams, McTernan and Remsburg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsburg (Calibre Press)

G. Handling In-Progress Calls

Required Minimum Hours: 8

General Learning Goal: The student will demonstrate knowledge of hazards involved with in-progress calls and describe proper procedures in responding to and handling the calls safely.

Specific Performance Outcomes:

1. Demonstrate knowledge of the factors to be considered in responding safely to in-progress calls, including:
 - a. information and intelligence gathering
 - b. response strategy, including route selection
 - c. cover/concealment
 - d. nature of crime
2. Through field exercises, demonstrate and explain tactical considerations involved in handling in-progress calls.
3. Demonstrate the ability to document the event in a written report.

Recommended Source Material Only:

“Annual Report of Law Enforcement Officers Killed & Assaulted”, FBI
www.fbi.gov
Street Survival: Tactics for Armed Encounters, Adams, McTernan and
Remsberg (Calibre Press)
The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre
Press)

H. Civil Disputes

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate the ability to successfully identify, assess and intervene in a non-criminal dispute.

Specific Performance Outcomes:

1. Differentiate between criminal matters and civil disputes.
2. Demonstrate the officer safety techniques required to safely handle a civil dispute.
3. Demonstrate understanding of the practical and legal issues commonly encountered in a civil dispute.

4. Display knowledge of conflict resolution techniques and problem-solving strategies required to successfully handle civil disputes.
5. Differentiate between various types of civil disputes and the techniques required to handle each, including:
 - a. landlord-tenant disputes
 - b. liens
 - c. restraining orders
 - d. child custody disputes
 - e. repossessions
 - f. bail bondsman issues

Recommended Source Material Only:

Colorado Civil Process: Law, Practice and Procedure, Rosenberg
(County Sheriffs of Colorado)

Police Field Operations, Adams (Prentice-Hall)

I. Crowd Control

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate knowledge of the behavior of crowds and appropriate law enforcement response to large group activities, including: lawful assemblies, civil disobedience and large scale disturbances and riots.

Specific Performance Outcomes:

1. Demonstrate understanding of constitutional guarantees governing the rights of citizens to engage in group activities, including lawful demonstrations.
2. Display understanding of the psychological influences on crowds and the warning signals of civil disobedience.
3. Explain the tactics and procedures for utilizing mobile field force.
4. Through field exercises, demonstrate the tactics required to control an unruly crowd, including a demonstration of crowd control formations.

Recommended Source Material Only:

National Tactical Officer's Association (N.T.O.A.) Hostage Rescue

*Procedures and various other resources, www.ntoa.org
Police Field Operations, Adams (Prentice-Hall)*

*Police Operations Theory and Practice, Hess and Wroblewski (Thomson
Wadsworth Publishing)*

Police Patrol Operations and Management, Hale (Prentice-Hall)

J. Hazardous Materials

Required Minimum Hours: 4

General Learning Goal: The student will recognize a hazardous materials incident and demonstrate understanding of the responsibilities of first responders.

Specific Performance Outcomes:

1. Describe what hazardous materials are and display an understanding of their types, classes and risks.
2. Demonstrate proper safety tactics for handling a hazardous materials incident.
3. Through field exercises, display understanding of the procedures to be utilized on a hazardous materials scene, including the implementation of the Incident Command System.

Recommended Source Material Only:

Emergency Response Guidebook (U.S. Dept. of Transportation)

Hazardous Materials Field Guide, Bevelacqua and Stelp (Cengage Learning)

Hazardous Materials: Regulations, Response & Site Operations, Gantt (Cengage Learning)

K. Area Searches and Perimeters

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate an understanding of how to set up a search perimeter and safely conduct a search for suspects.

Specific Performance Outcomes:

1. Demonstrate knowledge of the principles involved in setting up a perimeter and formulating search plans for locating a suspect.

2. Through field exercises, demonstrate the ability to set up a perimeter and conduct an area search utilizing appropriate resources, tactics and officer safety measures.

Recommended Source Material Only:

Criminal Investigations, Bennett and Hess (West Publishing)

Police Operations: Theory and Practice, Hess and Wroblewski (Thomas Wadsworth Publishing)

Street Survival: Tactics for Armed Encounters, Adams, McTernan and Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

L. Special Weapons and Tactics (S.W.A.T.)

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate understanding of the makeup and role of a S.W.A.T. or tactical team.

Specific Performance Outcomes:

1. Assess the needs when a SWAT team should be utilized in a tactical situation.
2. Compare and contrast the different positions in a SWAT team and their roles during a tactical situation.
3. Evaluate what equipment is specialized to a SWAT team and how it is utilized.
4. Demonstrate the ability to prepare an action plan for a tactical situation from a patrol officer perspective with safety being the primary factor.

Recommended Source Material Only:

A Guide to the Development of Special Weapons and Tactics Teams, Kolman (National Tactical Officers Association)

FBI Crisis Negotiations (Federal Bureau of Investigation)

IACP SWAT Supervisor and Manager Training Manual (International Association of Chiefs of Police)

SWAT Battle Tactics, Casino and McSweeney (National Tactical Officers Association)

M. Hostage – Taking and Crisis Negotiations

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate understanding of the responsibilities of a first responder at a hostage-taking or barricaded gunman incident.

Specific Performance Outcomes:

1. Demonstrate understanding for the need for intelligence-gathering and tactical planning at an incident scene.
2. Demonstrate understanding of perimeter and containment responsibilities and explain the philosophy governing that mission.
3. Identify what the Stockholm Syndrome is, and explain its effect on the victim of a hostage situation.
4. Analyze the role of a SWAT team and a crisis negotiation unit in a hostage situation.

Recommended Source Material Only:

FBI Hostage Rescue Course (Federal Bureau of Investigation)
IACP Advanced Hostage Rescue Course (International Association of Chiefs of Police)
IACP SWAT Supervisor and Manager Training Manual (International Association of Chiefs of Police)
National Tactical Officers Association (NTOA) Hostage-Taking and Crisis Negotiations and various other resources, www.ntoa.org

N. Rapid Emergency Deployment

Required Minimum Hours: 8

General Learning Goal: The student will demonstrate through a practical exercise, an understanding of the philosophy of Rapid Emergency Deployment and the tactics required when responding to crises involving imminent threat to life.

Specific Performance Outcomes:

1. Identify the type of incidents that prompted the development of the Rapid Emergency Deployment procedures.

2. Explain the concept of Rapid Emergency Deployment and the criteria required for Rapid Emergency Deployment to be implemented.
3. Demonstrate the individual tactics and team tactics involved in Rapid Emergency Deployment to successfully resolve a crisis situation.
4. Describe what actions or traits an active shooter may display.
5. Identify the type of incidents that could require the application of Rapid Emergency Deployment tactics and those, which would not.
6. Explain the four phases of the Rapid Emergency Deployment procedure.

Recommended Source Material Only:

Lakewood Police Department Rapid Deployment Training Manual

www.lakewood.org/police

Los Angeles Police Department Rapid Deployment Seminar

www.lapdonline.org

National Tactical Officers Association N.T.O.A. Hostage Rescue Procedures, www.ntoa.org

O. Law Enforcement Role in Terrorism

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate understanding of the concept of terrorism and how it may include the use of weapons of mass destruction. The student will demonstrate an understanding that terrorism prevention is the responsibility of all law enforcement officers at the local, state and federal level; and demonstrate an understanding of and how to access state and federal intelligence databases.

Specific Performance Outcomes:

1. Display understanding of the general concepts of terrorism.
2. Display comprehension of what constitutes a terrorist incident.

3. Demonstrate comprehension of what constitutes a WMD incident, and the various agents and their effects that may be encountered by first responders.
4. Demonstrate knowledge of the tactics required for a safe response, including notification of other agencies and awareness of the potential for “secondary” or entrapment devices.
5. Identify terrorism-related responsibilities of various local, state and federal agencies.
6. Identify the law enforcement officer roles and responsibilities in the intelligence process.
7. List and identify local, state and federal intelligence databases and how to access them.
8. Describe applicable federal and state laws relevant to terrorism and intelligence gathering.
9. Articulate constitutional issues and other legal considerations that apply to collecting and reporting intelligence information regarding terrorism.

Recommended Source Material Only:

Defending the Homeland: Domestic Intelligence, Law Enforcement, and Security, White (Wadsworth Publishing)

Emergency Response to Terrorism (United States Department of Justice) www.usdoj.gov

Preparing for Terrorism – Public Safety Communicators Guide, Buck, Buck and Mogil (Cengage Learning)

State and Local Anti-Terrorism Training, Terrorism Training Program (Bureau of Justice Assistance)

Terrorism and Homeland Security, White (Cengage Learning)

Terrorism Handbook for Operational Responders, Armando Bevelacqua and Richard Stilp (Thomson Delmar)

The Counterterrorism Handbook, Bolz Jr., Dudonis and Schulz (CRC Press)

P. National Incident Management System/ Incident Command System (NIMS/ ICS)

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate an understanding of the operational need for the National Incident Management System and the Incident Command System as they pertain to the law enforcement function and handling major incidents.

Specific Performance Outcomes:

1. Demonstrate an understanding of the organizational structure of the National Incident Management System (NIMS) and Incident Command System (ICS).
2. Develop an understanding of the principles and features of NIMS and ICS.
3. Demonstrate an understanding of the organizational structure of NIMS and ICS.
4. Develop an understanding of incident facilities, resources, common responsibilities and the principles and features of NIMS and ICS.
5. Understand the role of law enforcement in NIMS and ICS.
7. Demonstrate an understanding of NIMS and ICS through a practical exercise.

Recommended Source Material Only:

I-200 Incident Command System: National Training Curriculum,
National Wildfire Coordinating Group, www.fema.gov/NIMS
National Incident Management System, FEMA-NIMS Resource Center
www.fema.gov/national-incident-management-system

Q. Biohazards Awareness

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate awareness of various biohazard threats and the measures to be used to minimize or prevent exposures.

Specific Performance Outcomes:

1. Identify, recognize and relate to law enforcement duties various infectious agents and how exposure to them may occur.

2. Demonstrate the ability to apply safety measures, including protective equipment, to mitigate or prevent exposure to biohazards.
3. Display knowledge of appropriate post-exposure management procedures.

Recommended Source Material Only:

Bloodborne Pathogen Standards (OSHA)

Defending the Homeland: Domestic Intelligence, Law Enforcement, and Security, White (Wadsworth Publishing)

Preparing for Biological Terrorism, an Emergency Service Guide, Buck (Thomson Delmar Learning)

Terrorism and Homeland Security, White (Cengage Learning)

Terrorism Handbook for Operational Responders, Bevelacqua and Stilp (Thomson Delmar)

The Counterterrorism Handbook, Bolz Jr., Dudonis and Schulz (CRC Press)

VI. TRAFFIC CONTROL

REQUIRED HOURS 50

A. Traffic Code

Required Minimum Hours: 8

General Learning Goal: The student will describe and explain the elements of traffic code violations as defined in C.R.S. Title 42.

Specific Performance Outcomes:

1. The student will recognize elements of traffic code violations as defined in C.R.S. Title 42, Articles 2, 3, & 4, specifically:

Article 2 – Drivers' License

Part 1: Drivers' License

42-2-101 C.R.S.: Licenses for drivers required

42-2-115 C.R.S.: License, permit, or identification card to be exhibited on demand.

42-2-119 C.R.S.: Notices – change of address or name

42-2-136 C.R.S.: Unlawful possession or use of license

Part 2: Habitual offenders

42-2-206 C.R.S.: Driving after revocation prohibited

42-2-138 C.R.S.: Driving under restraint – penalty

Part 3: Identification Cards
Part 4: Commercial Drivers Licenses

Article 3 – Registration and Taxation

42-3-103 C.R.S.: Registration required – exemptions
42-3-202 C.R.S.: Number of plates to be attached
42-3-203 C.R.S.: Standardized plate - rules
42-3-124 C.R.S.: Violation of registration provisions –
penalty

Article 4 – Regulation of Vehicles and Traffic

Part 1: Traffic Regulations
42-4-107 C.R.S.: Obedience to police officer
42-4-108 C.R.S.: Public officer to obey provisions –
exceptions for emergency vehicles
Part 2: Equipment
Part 6: Signals – Signs – Markings
Part 7: Rights-of-way
Part 8: Pedestrians
Part 9: Turning – Stopping
Part 10: Driving – Overtaking – Passing
Part 11: Speed Regulations
Part 12: Parking
Part 14: Other offenses
Part 15: Motorcycles
Part 16: Accidents and accident reports
42-4-1601 C.R.S.: Accidents involving death or personal
injuries – duties
42-4-1602 C.R.S.: Accident involving damage – duty
42-4-1603 C.R.S.: Duty to give notice, information, and
aid
42-4-1604 C.R.S.: Duty upon striking unattended vehicle
or other property
42-4-1605 C.R.S.: Duty upon striking highway fixtures or
traffic control devices
42-4-1606 C.R.S.: Duty to report accidents
42-4-1607 C.R.S.: When driver unable to give notice or
make written report
Part 19: School bus Requirements
42-4-1903 C.R.S.: School buses-stops-signs-passing

2. The student will recognize the existence of the model traffic code, as adopted by local governments.

Required Source Material Only:

Colorado Revised Statutes, Title 42, Articles 2, 3, and 4 specifically

B. Traffic Direction

Required Minimum Hours: 2

General Learning Goal: The student will have an understanding of vehicle and pedestrian traffic direction and regulation.

Specific Performance Outcomes:

1. The student will be able to explain the motor vehicle law governing traffic direction.
2. The student will be able to select proper positioning to maximize visibility while minimizing hazards to the officer.
3. The student will recognize the correct methods of giving the basic traffic direction signals of: stop, start, and turn in both daytime and nighttime conditions.
4. The student will actively participate in a mock traffic direction scenario(s) or actual traffic direction, for a minimum of 15 minutes as an individual and 10 minutes as a team.

Recommended Source Material Only:

IACP Training Key Number #279 (International Association of Chiefs of Police) www.theiacp.org

C. Traffic Accident Investigation

Required Minimum Hours: 16

General Learning Goal: The student will have developed the knowledge and skills to distinguish, interpret and collect evidence at the scene of an accident involving a motor vehicle.

Specific Performance Outcomes:

1. The student will be able to identify the correct definition for a fatal, injury, and property damage accident.

2. The student will be able to determine if an occurrence is actually an accident.
3. The student will be able to recognize the proper meaning of traffic way, point of perception, evasive action, reaction time, reaction distance, point of no escape, key event, road, roadway, encroachment, initial contact, maximum engagement, and disengagement.
4. Given a situation, determine if and what assistance would be required.
5. The student will be able to recognize the duties and responsibilities of the coroner at an accident scene.
6. The student will be able to identify the accident scene perimeter and point of impact.
7. The student will be able to choose those things that can be used to identify the point of impact, final vehicle position, and vehicle path of travel.
8. The student will be able to recognize a description of the different types of debris and its significance in determining point of impact.
9. The student will be able to identify any given skid mark from a description.
10. Given a practical exercise, be able to draw the following in a notebook: POI, roadways, vehicle final positions, traffic control devices, debris, and skid marks.
11. The student will be able to recognize what to photograph at an accident scene.
12. The student will be able to use the traffic template for calculations and to do an accident diagram.
13. The student will demonstrate the ability to accurately and properly complete a state of Colorado accident report form.

Recommended Source Material Only:

Accident Investigation Manual, Colorado State Patrol Academy

D. Standard Field Sobriety Testing and D.U.I. Enforcement
Required Minimum Hours: 24

General Learning Goals: The fundamental purpose of this training course is to foster DUI deterrence, i.e., to dissuade people from driving while impaired by increasing the odds that they will be arrested and convicted. This training will help officers become more skillful at detection and description, make more DUI arrests, and obtain more convictions. These actions will lead to greater DUI deterrence through less impaired driving and fewer crashes, injuries and deaths.

Specific Performance Outcomes:

Participants will learn to:

1. Recognize driving behaviors and other indicators commonly exhibited by impaired drivers;
2. Become better detectors and better describers by improving their knowledge, attitudes and skills in detecting the impaired driver and articulating their observations;
3. Develop a better understanding of the tasks and decisions involved in the DUI detection process;
4. Recognize the magnitude and scope of DUI-related crashes, injuries, deaths and property loss, and other social aspects of the DUI problem;
5. Understand the deterrent effects of DUI enforcement;
6. Have a better understanding of the legal environment relevant to DUI enforcement and use of the three standardized field sobriety tests (SFST);
7. Know and recognize typical clues of alcohol impairment that may be detected during face-to-face contact with DUI suspects;
8. Know and perform the appropriate administrative procedures for the divided attention psychophysical tests;

9. Know and perform appropriate administrative procedures for the horizontal gaze nystagmus test;
10. Know and recognize typical clues of alcohol impairment that may be seen during administration of the SFSTs;
11. Understand the DUI prosecution requirements and their relevance to DUI arrest reporting.

Recommended Source Material:

Colorado Revised Statutes, Title 42

Colorado Standards for the SFST program

http://www.coloradodot.info/programs/alcohol-and-impaired-driving/documents/Field_Sobriety_test_standards.pdf

NHTSA 24 SFST Student Manual

<http://www.coloradodot.info/programs/alcohol-and-impaired-driving/law-enforcement/sfsttraining.html>

VII. INVESTIGATIVE PROCEDURES

REQUIRED HOURS 50

A. Preliminary Investigations

Required Minimum Hours: 4

General Learning Goal: The student will understand procedures for conducting a basic crime scene investigation.

Specific Performance Outcomes:

1. The student will describe information to be obtained when responding to a crime scene.
2. The student will describe and demonstrate, as the initial peace officer arriving on a crime scene, the following:
 - a. If a crime has been committed and type of crime
 - b. Immediate action to be taken and proper notifications to be made
 - c. Procedures necessary to establish a crime scene perimeter and protect the scene
 - d. Procedures necessary to locate and isolate witnesses

Recommended Source Material Only:

Criminal Investigation, Bennett and Hess (West Publishing)

B. Crime Scene Search

Required Minimum Hours: 2

General Learning Goal: The student will understand how to conduct an indoor and outdoor search of a crime scene.

Specific Performance Outcomes:

1. The student will identify basic principle search techniques including, but not limited to: grid, strip, spiral or other systematic techniques designed to discover relevant evidence both in an indoor and outdoor setting.

Recommended Source Material Only:

Criminal Investigations, Bennett and Hess (West Publishing)

C. Crime Scene Documentation

Required Minimum Hours: 12

General Learning Goal: The student will understand the correct recording, sketching, and photography techniques of processing a crime scene.

Specific Performance Outcomes:

1. The student will explain and/or demonstrate basic crime scene photography techniques, to include the three views of the crime scene and camera positions.
2. The student will explain and/or demonstrate basic crime scene note taking techniques, to include recorded narrative; detailed sequence of events; and evidence handling documentation.
3. The student will explain and/or demonstrate the ability to do an indoor and outdoor crime scene sketch utilizing the methods of measurement such as triangulation, base line, or rectangular coordinates; the information contained in a legend; and the value of crime scene sketches relative to photographs.

Recommended Source Material Only:

Criminal Investigations, Bennett and Hess (West Publishing)

D. Identification and Collection of Evidence

Required Minimum Hours: 10

General Learning Goal: The student will recognize the different types of physical evidence, identify their value in a criminal investigation, and demonstrate effective procedures for evidence collection and preservation.

Specific Performance Outcomes:

1. The student will describe the value of more commonly encountered evidentiary items found at a crime scene including but not limited to:
 - a. Latent fingerprints
 - b. Bullets
 - c. Shell casings
 - d. Tool Marks
 - e. Hair and fibers
 - f. Documents
 - g. Body fluids
2. The student will describe and/or demonstrate effective methods and techniques for collecting evidence including but not limited to:
 - a. Maintaining admissibility through chain of custody
 - b. Marking, packaging and documenting custody
 - c. Safely preserving evidence
 - d. Locating, dusting, photographing and lifting latent fingerprints
3. The student will describe and/or demonstrate proper collection and retention techniques, practices, and protocols for evidence that may contain Biological or DNA evidence, including but not limited to:
 - a. Additional handling requirements due to increase sensitivity of DNA evidence
 - b. Sources, locations and limitations of DNA evidence
 - c. The importance of elimination and reference samples
 - d. The role that the Combined DNA Index System (CODIS) has in criminal investigations and how it is used to solve crimes

Recommended Source Material Only:

Criminal Investigation, Bennett and Hess (West Publishing)

First Responding Officers – What Every Law Enforcement Officer Should

*Know about DNA Evidence, www.dna.gov/training/letraining
Guidelines for the Documentation, Collection and Preservation of
Evidence, Arndt (Colorado Bureau of Investigation)*

E. Identification of Suspects

Required Minimum Hours: 4

General Learning Goal: The student will understand the more common methods and sources of information used to identify suspects.

Specific Performance Outcomes:

1. The student will be able to identify sources of information, which would aid in identifying and locating suspects or witnesses to include but not limited to:
 - a. Field identification
 - b. Mug shots
 - c. Photo identification line-ups
 - d. Physical line-ups
 - e. Modus operandi
 - f. Police and other agency files
 - g. Composite drawings/sketches
 - h. Informants

Recommended Source Material Only:

Criminal Investigation, Bennett and Hess (West Publishing)
Colorado Peace Officer's Legal Source Book, (Colorado District
Attorney's Council/Colorado Attorney General) Section 10

F. Major Case Considerations

Required Minimum Hours: 18

General Learning Goal: The student will understand the procedures for conducting a basic investigation of a major case.

Specific Performance Outcomes:

1. The student will identify the procedures to be followed at the scene of a major case, including but not limited to:
 - a. Robbery
 - b. Assault
 - c. Sex offenses
 - d. Crimes against children
 - e. Death investigations

- f. Burglary
- g. Fraud/White Collar Crime
- h. Computer related crime
- i. Arson

- 2. The student will explain the need for sensitivity to the feelings of victims, survivors, and witnesses at a major crime scene.
- 3. The student will demonstrate investigative techniques at a mock crime scene.

Recommended Source Material Only:

Colorado Sudden Infant Syndrome (SIDS) Program Brochures

www.angeleyes.org

Criminal Investigation, Bennett and Hess (West Publishing)

SIDS and SUID, Centers for Disease Control and Prevention (Dept. of Health and Human Services)

VIII. COMMUNICATIONS

REQUIRED HOURS 38

A. Report Writing

Required Minimum Hours: 24

General Learning Goal: The student will understand the basic requirements of report writing.

Specific Performance Outcomes:

- 1. The student will identify the importance, purpose and format for investigative notes.
- 2. The student will identify the characteristics of effective police reporting and what types of reports may be required.
- 3. The student will demonstrate the ability to write a clear, complete, and concise report.
- 4. The student will become familiar with proper keyboarding techniques as they apply to police report writing and data entry needs.
- 5. The student will demonstrate the ability to observe scenario situations and transfer their observations into an accurate written format.

Recommended Source Material Only:

Colorado Peace Officer's Legal Source Book, Section 13 (Colorado District Attorney's Council/Colorado Attorney General)
Criminal Investigation, Bennett and Hess (West Publishing)
Just the Facts: Investigative Report Writing, Biggs (Prentice-Hall Publishing)
Police Field Operations, Adams (Prentice-Hall Publishing)

B. Stress Management

Required Minimum Hours: 4

General Learning Goal: The student will understand the concept of stress and its sources.

Specific Performance Outcomes:

1. The student will describe the emotional/psychological and physical responses to stress and how they may interfere with a peace officer's performance.
2. The student will identify stress management techniques.
3. The student will explain and discuss how stress reduction and communication techniques will enhance family and work related relationships.

Recommended Source Material Only:

Emotional Survival for Law Enforcement, Dr. Gilmartin (E-S Press)
Managing Police Stress, Dr. Ford (The Management Advantage)
Police Field Operations, Adams (Prentice-Hall Publishing)

C. Verbal Communication Techniques

Required Minimum Hours: 8

General Learning Goal: The student will understand effective communication techniques for dealing with human interaction.

Specific Performance Outcomes:

1. The student will explain and discuss effective techniques for communicating with individuals or groups.

2. The student will describe effective techniques for diffusing conflict through the use of verbal communication.

Recommended Source Material Only:

Crisis Intervention—Contemporary Issue for On-site Interveners,

Dr. Hendricks (Thomas Publishers)

Verbal Judo: The Gentle Art of Persuasion, Dr. Thompson (Quill)

D. Leadership

Required Minimum Hours: 2

General Learning Goal: The students will understand why leadership is an integral component of the law enforcement profession, and the necessity for building future leaders.

Specific Performance Outcomes:

1. The student will recognize the personality traits desirable of a leader.
2. The student will recognize the personality traits desirable of a follower.
3. The student will understand the different types of power.
4. The student will understand the difference between management and leadership.

Recommended Source Material Only:

Corps Business: The 30 Management Principles of the U.S. Marines,

Freedman (HarperBusiness)

Semper Fi: Business Leadership The Marine Corps Way, Carrison and

Walsh (AMACOM)

The Leadership Secrets of Colin Powell, Harhari (McGraw-Hill Publishing)

IX. WELLNESS TRAINING PROGRAM

REQUIRED HOURS: 28

A. Introduction to Wellness

Required Minimum Hours: 4

General Learning Goal: The students will understand why wellness is an integral component of the law enforcement profession, and the necessity for being in good physical condition.

Specific Performance Outcomes:

1. Recognize the impact that police work has on a healthy lifestyle.
2. Understand the difference between aerobic and anaerobic exercise.
3. Know the difference between absolute and dynamic strength.
4. Understand the importance of flexibility and types of stretching techniques.
5. Know what percent of body fat is acceptable (by health standards).
6. Understand diet's impact on wellness.

Recommended Source Material Only:

Cooper Institute Aerobics Program for Total Well Being, Dr. Cooper
(Bantam Books)
Physical Fitness Assessments and Norms (Cooper Institute)

B. Wellness Lab

Required Minimum Hours: 24

General Learning Goal: The students will be introduced to stretching, resistance, aerobic, and anaerobic fitness training regimens.

1. The wellness lab will be supervised by an Academy Instructor, and each session will begin with a stretching and warm-up phase. Training should be broken into 1 hour increments, and each increment will consist of one of the following training sessions:
 - a. Resistance training such as Crossfit, weight training, or swimming
 - b. Aerobic exercise such as jogging, biking, or swimming
 - c. Anaerobic exercise such as sprints or interval training

Note: Lab training will consist of a variety of resistance, aerobic, and anaerobic training, not to exclude any of the before mentioned forms of fitness.

X. TACTICAL CASUALTY CARE FOR LAW ENFORCEMENT

REQUIRED HOURS: 8

A. Tactical Casualty Care - Lecture

Required Minimum Hours - Lecture: 3

General Learning Goal: Course participants will learn to apply life-saving medical actions in the context of a hazardous situation such as an active shooter, specific medical interventions and skills to include:

1. Bleeding control with a tourniquet
2. Bleeding control with gauze packs or topical hemostatic agents
3. Opening an obstructed airway to allow the casualty to breathe
4. Recognition and treatment of open, sucking chest wounds
5. Recognition of life-threatening tension pneumothorax

Specific Performance Outcomes:

1. Understand the rationale for immediate action to obtain hemorrhage control (including external hemorrhage control, direct pressure and wound packing, early use of tourniquet for severe hemorrhage, internal hemorrhage control by rapid evacuation, and transportation to major hospital/trauma center.
2. Describe the progressive strategy for controlling hemorrhage.
3. Describe appropriate airway control techniques.
4. Describe the tactically relevant indicators of shock.
5. Describe recognition and management of an open, sucking chest wound.
6. Describe the clinical presentation of a tension pneumothorax.

B. Skills Stations and Scenario Based Training

Required Minimum Hours – Skills Stations: 1

Required Minimum Hours – Scenario-Based Training: 4

General Learning Goal: To apply the medical knowledge and skills taught during the didactic session in a series of case scenarios of gradually increasing complexity and stress.

Specific Performance Outcomes:

1. Students will complete skills stations, such as applying a tourniquet and packing a wound, designed to learn application of techniques and equipment.
2. The student will take part in a minimum of one (1) scenario designed to reinforce the concept of self-care by demonstrating self-application of a tourniquet, first to his/her own arm and then to his/her own leg, in a one-on-one learning experience with an instructor.
3. The student will take part in a minimum of two (2) scenarios designed to simulate actual situations in which medical care will be performed, and will demonstrate all skills taught. These scenarios will involve actors with simulated wounds and bleeding and distractions such as noise, smoke and impaired vision, etc. all of which combine to enhance the skills application experience.
4. Unused scenario time may be used for CPR training.

C. Instructor Ratio(s):

Lecture: There must be at least one instructor for every 24 trainees during any lecture session (1:24 ratio).

Skills Stations: There must be at least two (2) instructors for any skills station session.

Scenario – Self-Care: There must be at least one instructor for every one (1) trainee for any self-application scenario training session (1:1 ratio).

Scenario – Care of Others: There must be at least two (2) instructors present for any scenario-based training session involving treatment of others.

D. Instructor Qualifications

1. Minimum – Colorado State Certified EMT, paramedic preferred, and
2. Must have successfully completed a Tactical Casualty Care-Law Enforcement First Response course (or equivalent).

Recommended Source Material:

PreHospital Trauma Life Support, National Association of Emergency
Medical Technicians (Jones & Bartlett Learning)
<http://www.jblearning.com/catalog/9781284041736/>

Prehospital Trauma Life Support – Military Edition, National Association of
Emergency Medical Technicians (Jones & Bartlett Learning)
<http://www.jblearning.com/catalog/9781284041750/>